

9.LVS.1.1 Students can **analyze** the use of images, text, and sound in media for accuracy, validity, and influence.

Learning targets to meet this standard:

- Use note-taking strategies; e.g. outlining, webbing, clustering
- Identify various forms of media
- Differentiate between main ideas and details
- Apply criteria used to establish accuracy, validity, and influence

Verbs Defined:

- Analyze - determine the relationship of the parts to the whole

Key Terms Defined:

- Accuracy - correctness
- Validity - relevance
- Influence - effect
- Media - mass communication

Teacher Speak:

Students can analyze (determine the relationship of the parts to the whole) the use of images, text, and sound in media (mass communication) for accuracy (correctness), validity (relevance), and influence (effect).

Student Speak:

I can determine the relationship of the parts to the whole (analyze) in the use of images, text, and sound in mass communication (media) for correctness (accuracy), relevance (validity), and effect (influence).

Examples:

Possible resources/references:

9.LVS.1.2 Students can **implement** organizational methods for informative presentations.

Learning targets to meet this standard:

- Use note taking strategies; e.g. outlining, webbing, clustering
- Differentiate between main ideas and details
- Understand the different types of organizational methods

Verbs Defined:

- Implement - apply

Key Terms Defined:

- Organizational methods - chronological order, order of importance, spatial order, cause/effect, compare/contrast, or problem/solution

Teacher Speak:

- Students can implement (use) organizational methods (chronological order, order of importance, spatial order, cause/effect, compare/contrast, or problem/solution) for informative presentations.

Student Speak:

- I can apply (implement) chronological order, order of importance, spatial order, cause/effect, compare/contrast, or problem/solution (organizational methods) for informative presentations.

Examples:

Possible resources/references:

9.LVS.1.3 Students can **clarify** and **defend** positions with precise and relevant evidence within an informal setting.

Learning targets to meet this standard:

- Collect evidence to defend position
- Determine relevance of evidence

Verbs Defined:

- Clarify - explain
- Defend - support

Key Terms Defined:

- Precise - exact
- Relevant - significant
- Evidence - facts, reasons, supporting details, or examples
- Informal setting - casual setting

Teacher Speak:

Students can clarify (explain) and defend (support) positions with precise (exact) and relevant (significant) evidence (facts, reasons, supporting details, or examples) within an informal setting (casual setting).

Student Speak:

I can explain (clarify) and support (defend) positions with exact (precise) and significant (relevant) facts, reasons, supporting details, or examples (evidence) within a casual setting (an informal setting).

Examples:

Possible resources/references:

9.LVS.1.4 Students can support a presentation with audio/visual aids and technology considering audience and purpose.

Learning targets to meet this standard:

- Know how to use various forms of technology (e.g. PowerPoint)
- Determine most effective form of audio/visual aid
- Identify purpose of presentation
- Recognize how audience influences purpose of presentation

Verbs Defined:

Key Terms Defined:

- Audio aids - music, recordings, or sound effects
- Visual aids - charts, diagrams, or illustrations
- Technology - electronic equipment
- Audience - listeners
- Purpose - intended goal

Teacher Speak:

Students can implement audio (music, recordings, or sound effects)/ visual aids (charts, diagrams, or illustrations) and technology (electronic equipment) based on audience (listeners) and purpose (intended goal) to support a presentation.

Student Speak:

I can apply music, recordings, or sound effects (audio)/ charts, diagrams, or illustrations (visual aids) and electronic equipment (technology) based on listeners (audience) and intended goal (purpose) to support a presentation.

Examples:

Possible resources/references: